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ABSTRACT

Current trends and practices in staff development for principals are illustrated in this directory of representative inservice training programs operating in the 1981-82 school year. The programs included in the list are ongoing, have operated at least 1 year, and are for the most part directed specifically at principals. The information on each program includes the name of the program or the institution hosting the program; the objectives of either the hosting organization or the specific program; the audience for whom the program is designed; the types of activities, topics, courses, and other services offered through the program; the organization of the program's training activities, schedule, registration procedures, and program evaluation processes; the program's funding sources and costs to participants; and sources for further information. Of the 33 programs listed, 10 are sponsored by local school districts, 6 by state departments of education, 5 by professional associations, 4 by consulting, research, and training organizations, 3 each by universities and intermediate service districts, and 2 by foundations. (PGD)

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NIE DIRECTORY OF INSERVICE TRAINING PROGRAMS FOR PRINCIPALS

EA 014 991

National Institute of Education
Program on Educational Policy
and Organization
School Management and Organization Studies

1982

Compiled by:

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Directory of Inservice Training
Programs for Principals

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INTRODUCTION

In recent years there has been increased attention focused on the role and behavior of elementary and secondary school principals. Federal programs, changing pupil populations, new technologies, declining resources, and the bureaucratization of school systems have changed the role of the principal in practice. At the same time, research on school effectiveness, implementation of federal policies, curriculum change, desegregation, and other developments identify the principal as the key actor in achieving successful outcomes.

This combination of a changing and increasingly complex role, along with heightened awareness of the importance of that role for school effectiveness and student learning has created renewed research interest in school administration, with a particular focus on what principals actually do and how their behavior affects teachers, students, and learning processes. Since 1978, NIE's research initiative on the role of principals has supported descriptive studies of principals' on-the-job behavior; a national study of the selection of principals; literature reviews on women and minorities in principalships; a study of administrative control of principals; several projects examining principals as instructional managers; and a set of state-of-the-art reviews summarizing what we know about principals.

There is also renewed interest in the training of principals, particularly in inservice training for those already on the job. To learn more about inservice training for principals, NIE has supported the collaborative effort of several state administrator associations and a university research center to design and implement on-going training activities and to develop training materials for principals and other administrators. Recently, a paper reviewing both pre-service and inservice administrator training has also been completed.

NIE regularly receives inquiries regarding types of programs and training strategies currently in operation, as well as requests for more specific information on the content, organization, and providers of such

training. The NIE Directory of Inservice Training Programs for Principals has been compiled in response to the growing interest in and demand for information on the topic. The Directory illustrates current trends and practices in staff development for principals, and provides information to assist local decisionmakers in identifying and contacting programs for specific information. The Directory is intended to be illustrative of in-service training programs in operation in 1981-1982, and is not a comprehensive listing of training and educational opportunities for principals. The Directory is limited in the following ways:

- It includes only inservice, not pre-service, training for principals.
- It includes only programs which have operated for at least one year.
- It includes on-going programs, and specifically excludes single events or series of single events which can be randomly and voluntarily selected by potential participants.
- It includes primarily programs specifically directed to principals. It excludes district-wide staff development activities open to all school personnel. It also excludes school-wide staff development programs designed around new curricula, technologies, or other innovations.*

The number of programs included in the Directory has also been limited by the resources available to search for them and to compile accurate information. Programs included are those that have become known to NIE or to its contractor, Jeffalyn Johnson and Associates, Inc., through written material, through references from state departments of education or professional associations, or through informal networks. Programs and projects included in the Directory represent a sample of those in operation; they have not been identified as exemplary, nor have they been

*Numerous school districts have found that the most effective staff development is that done around a particular new approach, or that done on a school-wide basis, and there is a developing literature on the positive impact of such programs. This directory has excluded such comprehensive programs (such as those conducted by the Colorado State Department of Education on school climate, discipline, and individually guided education) not on the basis of any qualitative judgment, but only because they are not addressed, specifically, to the management training needs of principals.

endorsed by NIE. We hope that educators conducting other principal training programs will write to NIE and send descriptions of their programs, to be used in a more comprehensive directory some time in the future.

The organizations included in the NIE Directory have been classified by sponsor categories rather than by content or structural characteristics, since many of the sponsoring organizations provide participating principals with more than one form of inservice activity. This organization of the Directory also facilitates the identification of programs and program components most appropriate or adaptable to user needs. The seven sponsor categories included are as follows:

1. State Departments of Education
2. Intermediate Service Units
3. Local School Districts
4. Universities
5. Professional Associations
6. Foundations
7. Consulting, Research, and Training Organizations

The following variables have been summarized for each program included in the Directory:

- Program - the title of the institution hosting inservice programs, i.e., Management Academy, or the specific program title.
- Objective - the organization's overall purpose and/or specific inservice program objectives.
- Participants - the audience for whom the training is designed.
- Program Content - the types of staff development activities offered; the topical areas addressed in the inservice training seminars; course offerings; and other services that are provided by the sponsor and are related to staff development.
- Structure - the number, size, and format of inservice training activities; seminar and workshop schedules; participant registration and selection procedures; and program evaluation procedures.
- Funding Source - financial support for program and costs to participants.

The comprehensiveness of the materials describing the principal inservice training programs varied greatly among sponsors. Consequently, some program summaries do not include all of the information outlined above. Persons interested in obtaining additional information on specific programs should contact the individual or office listed on the program summary.

We thank all of those individuals and organizations that provided information for this Directory, and hope that the information included is useful to those interested in the training of elementary and secondary school principals.

A. Lorri Manasse
National Institute of Education

STATE DEPARTMENTS OF EDUCATION

FLORIDA DEPARTMENT OF EDUCATION

Program: Florida Academy for School Leaders

Objective: A primary objective of the Academy is to respond to current needs of managers at all levels of public school administration, and to supplement and complement the preservice and graduate training programs of colleges of education and the staff development programs of school districts.

Participants: Assistant principals, principals, district staff, superintendents, and school board members. Attendance at the institutes is limited and advance registration is required.

Program Content: The Academy's management training institutes include: principles of management, management of organizational change, comprehensive planning, time and stress management, personnel management systems, school based management, curriculum management, school/community relations, Florida school law, women in administration, collective bargaining, Florida school finance, and computer literacy involving the microcomputer.

Structure: The Academy conducts a continuing series of training institutes. The courses are designed and conducted by such organizations as the American Management Associations, National Academy for School Executives, Florida School Labor Relations Services, DOE: Florida School Finance, DOE: Florida School Law, and DOE: School Based Management. The institutes are generally 2 days in length and are scheduled throughout the state. Enrollment is on a first-come basis with an average of 40-50 participants attending each institute. The 1980-81 series scheduled sixty-nine institutes. Participant evaluations, conducted during the last session of each institute, and staff recommendations are used to refine and adapt subsequent institutes.

Funding Source: The Academy was established by the Legislature through a $450,000 two-year appropriation in 1980 and operates as a unit of the Department of Education, Division of Public Schools. No fees are charged and all instructional materials are provided by the Academy. Travel and lodging expenses are the participants' responsibility.

Contact: Ray Bazzell, Administrator
District Management Section
Florida Academy for School Leaders
228 Knott Building
Tallahassee, Florida 32301
(904) 488-8385

GEORGIA DEPARTMENT OF EDUCATION

Program: Georgia Academy of School Executives

Objective: To provide practicing educational leaders with the opportunity to increase skills in and knowledge of instructional management.

Participants: All school system personnel in positions of authority over program decisions, including local superintendents, administrative assistants, vocational-technical school administrators, central office administrators, principals, and assistant principals.

Program Content: The program features two categories of seminars which focus on current school problems and new techniques in the field of education: (1) management skills, and (2) problem solving. The topics included in the management skills seminars are time management, decision-making, interview techniques, staff motivation, community involvement, public relations, and communications. The topics included in the problem-solving seminars are teacher evaluation, student behavior, energy management, accountability, curriculum changes, the school budget, student activities, the school plant, and competency-based education.

Structure: A series of approximately 40 to 50 one and two-day seminars is scheduled throughout the state during the school year. Seminars are conducted by American Management Associations, other national associations, and local school administrators. Enrollment ranges from 20 to 400 participants, depending on the seminar. Participant evaluations are analyzed to refine and adapt program content.

Funding Source: State of Georgia Section 32-652a, annual appropriation.

Contact: Bill Trussell, Executive Director
Georgia Academy of School Executives
Office of Planning and Development
Georgia Department of Education
302 State Office Building
Atlanta, Georgia 30334
(404) 656-2173

MARYLAND DEPARTMENT OF EDUCATION

Program: The Maryland Professional Development Academy (MPDA)

Objective: To provide administrators and instructional leaders with strong instructional leadership skills in order to improve instruction at the local school building level.

Participants: Local school principals, assistant principals, and other instructional leaders. School level administrators who have not previously participated in MPDA institutes are encouraged to attend.

Program Content: The 1982 MPDA summer institutes include the following: Increasing Teacher Effectiveness, Assessing Teacher Effectiveness, Special Education, Voc/Tech Sex Equity, Disruptive Youth, and Moving from Desegregation to Integration.

Structure: The content and structure of each summer institute is determined by the participants and Academy consultants at one-day planning conferences in the spring. The week-long, live-in summer institutes are held in June and July. Two-day fall and spring follow-up conferences are designed to reinforce and update participants' skills. Enrollment is limited to approximately 25 persons and individuals are asked to attend the planning conference, the live-in institute, and both follow-up conferences.

At the completion of each summer institute, evaluation forms are completed by each participant. The information is collected on a "Participant In-service Evaluation Form" which rates the areas of objectives, content, materials and resources, facilities, participant involvement, and presenters. The overall effectiveness of each institute is rated on a scale with four categories: poor, fair, good, excellent. Since 1977 all of the summer institutes have been rated in the excellent range.

Funding Source: Maryland State Department of Education. Registration for the institutes is free. Meals and lodging are provided by the Academy at the training sites. Other expenses including travel are assumed by participants or their school system.

Contact: Carmen Dumas, Coordinator
Maryland Professional Development Academy
Staff Development Branch
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201-2595
(301) 659-2364

NORTH CAROLINA DEPARTMENT OF EDUCATION

Program: North Carolina Leadership Institute for Principals

Objective: To provide principals and those interested in the principalship with state level services which will be helpful in carrying out those duties and responsibilities associated with building level leadership.

Participants: Principals with local superintendent's approval.

Program Content: The Institute provides the following services:

1. A series of staff development seminars, on such topics as time and stress management, leadership styles, discipline, legal issues in education, and evaluation skills;
2. An Executive Assistant Program--a year long internship as full-time staff members of the Institute;
3. An extensive file of information on areas directly related to the principalship;
4. A human resource file which identifies individuals having expertise in certain areas of the principalship;
5. Short term internships with master principals promoting peer learning and interaction; and
6. A business/education liaison program allowing principals to become involved with training conducted by the corporate sector.

Structure: The two or three-day seminars are conducted as regional staff development activities or statewide seminars. The topics addressed are identified as a part of a comprehensive needs assessment conducted each spring. Ten to fifteen seminars are announced in the fall, spring, and summer brochures. Three principals are selected for the Executive Assistant Program each year.

Funding Source: The General Assembly appropriated $500,000 for 1979-81. This amount has been supplemented by federal funds. Each participant is reimbursed expenses up to $75.00 for a three-day seminar and $50.00 for a two-day seminar in accordance with state per diem and travel rates. Registration is on a first-come, first-serve basis.

Contact: Reeves McGlohon, Director
North Carolina Leadership Institute for Principals
C/O North Carolina Department of Public Instruction
Room 328, Education Building
Raleigh, North Carolina 27611
(919) 733-2095

PENNSYLVANIA DEPARTMENT OF EDUCATION

Program: Pennsylvania Executive Academy

Objective: To improve local educational practices.

Participants: Superintendents, assistant superintendents, business managers, community information/public relations officers, principals, teachers, board members, intermediate unit executive directors and staffs, and other appropriate specialists. They usually attend as a two or three-person team. Each district team is chaired by the superintendent or a person given the authority and responsibility to direct the team's effort.

Program Content: The Academy offers three types of programs: 1) management skill development seminars--the participants use skill-building exercises to improve their competence in the overall management of a school program; 2) problem-solving programs--a district team selects an appropriate session from the academy schedule and identifies a problem, concern, or issue it wishes to resolve. The Academy problem-solving agenda provides the setting and the resources for the team to effectively develop a plan to implement in its home district; and 3) special interest seminars--these seminars are geared to specific groups and are scheduled as conditions warrant. Topics include inservice education, long-range planning for school improvement, conflict management, and analytical thinking.

Structure: The Executive Academy schedules approximately 35 to 40 seminars throughout the year. Seminars vary in length from one to one and one-half days for management development and special interest seminars to three or four days for problem-solving sessions. The 1980-81 evaluation report included an analysis of the data from questionnaires completed by participants at the end of the programs and from a telephone survey of 95 participants one to eight months after they had returned to their schools. Copies of the evaluation report are available.

Funding Source: The Executive Academy is part of the Pennsylvania Department of Education, Bureau of School Improvement. No registration fee is charged. Participants' travel, rooms and meals are the only expenses.

Contact: The Pennsylvania Executive Academy
Pennsylvania Department of Education
Box 911, 333 Market Street
Harrisburg, Pennsylvania 17108
(717) 783-1292

Program: South Carolina Administrators' Leadership Academy

Objective: To design training programs in essential administrative skill areas; to offer practical, field-based training for administrators in designated regions; to collaborate with school districts, higher education, educational consortia, and professional associations to offer administrative training programs; to provide a forum for the exchange of ideas among administrators; to identify and develop administrative talent; and to provide ancillary services to assist school administrators.

Participants: Superintendents, principals, and vocational center directors.

Program Content: The Academy offers three basic types of programs: 1) Management Skill Development Programs--general management with courses in planning and needs analysis, personnel management, program design and evaluation, team building, fiscal management, and delegation of authority; personal development with courses in leadership styles, interpersonal relations, time and stress management, writing for school executives, public speaking and career planning; 2) Current Issues Seminars--to train administrators to deal with current job-related problems, trends, and issues; and 3) Problem Solving Programs--consultants use problem solving techniques to help a district team identify and analyze a problem, find alternative solutions, and plan strategies. The Academy also provides other services: The Human Resource File--a comprehensive list of consultants on educational administration topics; The Administrative Resource Library--houses district handouts, curriculum guides, public information pamphlets, etc.; and Current Research Packets--recently published articles on a specific workshop topic are disseminated at the workshop.

Structure: Academy staff selects workshop topics based on an annual needs assessment and Academy Advisory Board recommendations. Most workshops and seminars are presented in five regions in the state; others are offered statewide. Workshops are one to three days in length. Workshops and seminars are offered free of charge. Travel, per diem, and lodging expenses are the responsibility of the participants.

An annual report will be prepared which presents a summary and analysis of evaluation data collected from all participants, presenters, and consultants. The report will include a summary of the effectiveness and problems of the Academy and recommendations.

Funding Source: The Academy is administered by the State Department of Education, Division of Instruction, Office of Accreditation and Administrative Services. The University of South Carolina, College of Education, and Sumter School District 17 provide support services for the Academy.

South Carolina Department of Education continued

Contact: James O. Ray, Chief Supervisor
Administrators' Leadership Academy
Office of State Accreditation and
Administrative Services
State Department of Education
Columbia, South Carolina 29201
(803) 777-2650

INTERMEDIATE SERVICE UNITS

ORANGE COUNTY DEPARTMENT OF EDUCATION
Irvine, California

Program: Center for Educational Administrator Development (CEAD)
ESEA Title IV-C Exemplary Project

Objective: To assist local educational agencies in the implementation of a cost-effective model for high-quality management training and renewal.

Participants: The CEAD Model is adaptable to elementary, secondary, and district office administrator inservice programs.

Program Content: The CEAD model has five major, mutually-supportive components. Each component has an essential role in the total cycle, and each contains alternatives to respond to special local needs, logistics, and resources. The components are:

- Assessment/Evaluation: Student achievement and behavior statistics, principal and staff responses to leadership behavior and school climate questionnaires, and other local survey results are collected to provide baseline data for program planning. Assessments are repeated each year to determine progress and redefine goals.

- Goals and Objectives: Working from assessment results, administrators identify problem areas to develop plans for personal and professional growth. Activities, timelines, and evaluation strategies are included and are monitored throughout the year.

- Workshops/Inservice: Based on assessment results, workshops are designed to present concepts and skills in specific areas. Outlines, consultant resources, and bibliographies for CEAD's four, year-long workshop series are available for adoption/adaptation.

- Intra/Interdistrict Support Teams: Small groups meet regularly between workshops. Activities include skills practice, discussion of alternatives to problems, and feedback on individual and group progress.

- Peer/Self/CEAD Monitoring: Administrators select peer partners with whom they meet regularly to monitor progress on objectives, activities, and results, and to provide observations and recommendations.

Structure: The CEAD Model may be adapted for use in a single district, within a consortium, or in a county-wide area. The CEAD staff works with adopting agencies to determine the nature and extent of training, consultant, and material resources needed and available, and the follow-up required.

Funding Source: Costs for CEAD installation and implementation vary, depending on the size and scope of the program and the extent to which existing staff assume program responsibilities.

Contact: Cheryl F. Biles, Project Director
Project CEAD
Staff Development Center
Orange County Superintendent of Schools Office
3531 Old Main Street
Irvine, California 92714
(714) 552-5011

SAN DIEGO COUNTY DEPARTMENT OF EDUCATION
San Diego, California

Program: Leadership Development Center
Professional Improvement for Administrators

Objective: To provide school administrators with the knowledge, skills, and attitudes needed for effective school leadership at three training levels: 1) awareness--providing information, 2) skills--information plus necessary skills, and 3) application--information and skills plus actual practice and verification.

Participants: San Diego County school administrators.

Program Content: The Leadership Development Center has designed course offerings based on the skills and abilities defined by the California State Assembly Education Committee Task Force Report. The six areas defined are: 1) self-understanding, 2) leadership, 3) management, 4) instruction, 5) political and cultural awareness, and 6) human relations. Current course offerings include: Planned Change--Or How to Get There From Here; Contract Learning--How to Do It; Positive School Climate; Live, Love, Laugh; Community Payoffs; Administrative Use of Micro-Computers; Legal Personnel Selection; and Leadership Effectiveness in the Culturally Diverse School.

Structure: Courses vary in length from one to four days. Forty to fifty courses are scheduled throughout the year.

Funding Source: San Diego County general funds. There is no fee for inservice programs.

Contact: Leadership Development Center
Department of Education, San Diego County
6401 Linda Vista Road
San Diego, California 92111
(714) 292-3542

WAYNE COUNTY INTERMEDIATE SCHOOL DISTICT
Wayne, Michigan

Program: Educational Leadership Impact Program

Objective: To provide effective and timely leadership development experiences for decisionmakers in Wayne County public school districts.

Participants: Educational leaders above the classroom level who are responsible for recommending, setting, or implementing policy, including school board members, superintendents, central office staff, principals, and assistant principals.

Program Content: Multiple services have been developed to respond to various needs, including: 1) conducting seminars, workshops, and conferences in the areas of leadership style, communications, productivity, school climate, time and stress management, conflict resolution, supervisory skills, team building, and motivation; 2) delivering leadership and organizational development consultation to educational administrators; 3) disseminating leadership and organizational development information; 4) implementing a Management Skills Analysis service; and 5) developing emergency problem-solving teams.

Structure: Seminars and workshops sponsored by the Impact Program are one or two days in length. The Wayne County Intermediate School District serves thirty-six local school districts. A needs survey of administrators is conducted to determine the topics for annual program offerings. Some programs are repeated as the response from school personnel warrants.

Funding Source: Wayne County general funds. Seminars are offered free of charge to Wayne County administrators.

Contact: James E. House, Director
Educational Leadership Impact Program
Wayne County Intermediate School District
33500 Van Born Road
Wayne, Michigan 48184
(313) 326-9300 (from Detroit 247-5000)

LOCAL SCHOOL DISTRICTS

DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

Program: Management Academy

Objective: To provide educational managers with training to sharpen professional skills, heighten ability to cope with changing role expectations, identify potential manpower sources, and gain advanced career and credential training.

Participants: Central and area office administrators, principals, assistant principals, and non-instructional managers.

Program Content: The Management Academy offers a wide range of professional development activities planned and based on training needs assessments. These include: doctoral programs which are linked with local universities; administrative leadership courses which provide an overview of managerial and technical skills needed by prospective administrators; a professional library service; master plan points for certificate extension; and administrative internships. Program offerings generally fall into five categories: 1) problem solving, 2) management skill development, 3) technical, 4) developmental, and 5) special interest seminars.

Programs include: Global Educational Issues--curriculum, bilingual, substance abuse, school law; Personnel Skill Development Programs--performance planning and appraisal, leadership skill, crisis management; Special Seminars--teacher evaluation techniques, education for the eighties, parent involvement techniques; Management Process Programs--computer data processing skills, contract management skills; and Technical Programs--contract provisions update, exceptional child programs, energy conservation, pupil attendance requirements.

Structure: There are approximately 160 professional development programs offered at locations throughout the county. The county also provides seminars for any cluster of interested educational managers. Presenters for Academy programs include external consultants, college professors, businessmen, public officials, and county personnel.

The Academy provides Master Plan Points for managers participating in programs. One point is earned for each hour of attendance and managers earning at least 120 points may have their certification extended.

Funding Source: Dade County Public Schools.

Contact: Division of Staff Development
Management Academy
Dade County Public Schools
150 Northeast 19th Street
Miami, Florida 33132
(305) 350-3115

DENVER PUBLIC SCHOOLS
Denver, Colorado

Program: Denver Public Schools Staff Academy

Objective: To increase the availability of resource assistance, to improve skills, and to introduce new techniques and professional information.

Participants: District administrators, principals, and assistant principals.

Program Content: The Staff Academy program offers a variety of classes and services to meet the needs of individuals and groups. The 1981-82 program features plans for professional growth and renewal workshops, classes, and lectures; re-certification credit classes; university credit classes; on-site assistance for individuals and groups; information retrieval services; classroom assistance; and program planning assistance. Specific courses for administrators include Administrative Decision-Making in an Urban Setting, Professional Renewal for Administration Effectiveness, Stress Education and Professional Growth, Native Americans in the Urban Community, and Microcomputer Programming.

Structure: Approximately 50 courses were offered in the Fall of 1981. The length of each course differs. Registration is on a first-come basis. Course instructors plan activities and materials based on pre-registration numbers. There is no charge for participation in the seminars. Upon request, classes can be arranged to meet the special needs of school faculties or groups of individuals with common needs.

Colorado Department of Education recertification credits are earned for courses which meet specific criteria. Courses also may be taken without credit.

Funding Source: Denver Public Schools general funds.

Contact: Donald F. Branwell
Staff Academy
Denver Public Schools
3800 York Street
Denver, Colorado 80205
(303) 837-1000 ex. 2757

DETROIT PUBLIC SCHOOLS
Detroit, Michigan

Program: Management Academy

Objective: To assist present administrators and supervisors in refining and developing leadership skills.

Participants: All school leaders with administrative and supervisory responsibilities are eligible to participate. In addition, Board of Education members, parents, and community persons are extended invitations to participate.

Program Content: The Academy has these major components:

- Required Seminars consist of those that are participated in by all school system managers in order to facilitate the coordination and integration of human and physical resources. The focus is on helping leaders to influence positively the actions and behavior of others.

- Elective Seminars are offered based on the management needs identified by the General Superintendent, key staff, seminar participants, and Academy staff. Some examples of elective offerings are: Leadership Development; Planning and Development; Supervision and Staff Appraisal; Interpersonal, Group Process, and Communication Skills; Organizing for Management; Problem Solving and Decision Making.

- Request Seminars are designed by the Academy staff and participants specifically for work units or school leaders. If, for example, a school manager wishes to improve team relationships or resolve a problem peculiar to his/her unit, the Academy staff will design and conduct a seminar that responds to that need.

- Critical Issues Seminars are conducted periodically in areas needing special attention. These seminars may be open or invitational to administrators or supervisors, according to the nature of the issue, and are designed to increase staff awareness of vital issues. Issues that may be considered are equal educational opportunity, desegregation, school attendance, or student achievement.

- Institutional Development activities focus on system-wide renewal efforts in management. This task includes research on the management process, long-range planning, development of new organizational relationships, executive training, executive and middle management selection processes, or the development and implementation of a professional management system linking performance appraisal to the attainment of agreed upon objectives.

- Promotional Pool Seminars are offered to persons who are candidates for the principalship. Promotional Pool Seminar offerings are: Organizational Structure; Stakeholder Management; Statistical Reports and Student Records; School Scheduling and Staff Assignments; Budgeting, Purchasing and Inventory Control; Labor Relations; Board Policies and the Negotiated Contract; and Written Communications.

Structure: The required seminars are scheduled with two half-day sessions and three full-day sessions for each of the five topics. The schedule of Elective Sessions for 1981-82 lists: eight one to three-day sessions on Managing Human and Personal Resources; seven one-day sessions for the Principalship Promotional Pool Seminars; and six evening sessions for Critical Issues Seminars. Seminars are conducted by the Academy staff, local administrators, consultants from business and industry, the Wayne County Intermediate School District, and local colleges and universities. Registrations are approved by the individual to whom the registrant has an immediate reporting relationship. Evaluations of the program are reviewed by the staff members in the development of each year's program offerings and structure.

Funding Source: General funds.

Contact: Florence Hill, Executive Director
Detroit Public Schools
Management Academy
6501 W. Outer Drive
Detroit, Michigan 48235
(313) 345-4510

EAST BATON ROUGE PARISH SCHOOL SYSTEM
Baton Rouge, Louisiana

Program: Management Academy Course Staff Development

Objective: To provide management personnel with opportunities for maintaining and enhancing their skills.

Participants: Assistant principals, principals, and central office administrators.

Program Content: The programs focus on the skills, knowledge and abilities necessary for management personnel to perform effectively in a changing environment, and to cope with and keep abreast of emerging developments and trends. The courses are divided into ten categories: 1) Accountability, 2) Communication, 3) Community Relations, 4) Desegregation, 5) Discipline, 6) Instructional Improvement, 7) Management, 8) Professional Growth, 9) School Climate, and 10) School Law and Board Policy.

Structure: The Academy workshops are three to six hours in length. Administrators select courses to meet their needs. Approximately forty courses are scheduled year-round. Instructors are usually internal management personnel, however, external consultants present special topic workshops.

Funding Source: General funds.

Contact: Arnold E. Simmons, Director
Department of Staff Development
P.O. Box 2950
Baton Rouge, Louisiana 70821
(504) 926-2790 ex. 345

JEFFERSON COUNTY R-1 PUBLIC SCHOOLS
Lakewood, Colorado

Program: The Management Development Academy

Objective: To provide training and development programs which will assist administrators to become skillful in administrative processes within his/her own area of responsibility; to provide the knowledge base necessary for a broad understanding of the issues in education, the related literature and research; and to provide the operating information necessary to administer today's schools.

Participants: Certificated and classified administrators.

Program Content: A comprehensive plan has been developed which includes a Leadership Development Institute, to be operational in September, 1982; a program for new administrators; instructional management workshops common to all administrators; off-campus college course offerings; optional in-district inservice courses in management skill building; and individual school-based planning support.

Structure: The Executive Briefing session is held at the beginning of the school year to provide administrators with an overview of the Management Development Academy Programs. The Instructional Management Sessions include four school-level meetings and four Instructional Management Workshops which include principals and central office administrators. The anticipated outcomes for the sessions are knowledge, understanding, interaction, feedback, ownership, action plans at school/area/department/district levels, and a district team effort in the coordination of the instructional program. The annual brochure lists off-campus courses by universities, state and national workshops, and conferences by NASE, CASE, ASCD, MSEC, and AMA. The courses, workshops, and activities are available on a voluntary participation basis. District courses and workshops vary from 1 to 10 sessions in length, usually spread over several weeks. An evaluation is planned for Spring, 1982.

Funding Source: District general funds.

Contact: Jim Metzdorf
Coordinator of Staff Academy
Jefferson County R-1 Public Schools
1209 Quail Street
Lakewood, Colorado 80215
(303) 231-2391

LOS ANGELES UNIFIED SCHOOL DISTRICT
Los Angeles, California

Program: The Academy

Objective: To respond to the training and development needs of management personnel.

Participants: Area administrators, principals, assistant principals, deans, and additional site administrators.

Program Content: The 1981 Administrative Renewal Strand for experienced administrators included workshops on setting instructional priorities, developing classroom observation techniques, and reviewing developments in learning theory; two-hour institutes on topics identified through a needs assessment; and training of Instructional Support Teams from each administrative area. An additional principal training program in instructional supervision is scheduled to begin in Spring, 1982. The Experienced Elementary Assistant Principals Training Program includes 20 hours of training on current trends in education, office procedures, problem solving, and employee supervision. The New Administrators Training Program includes sessions on the following topics: bilingual and special education, budget practices, microcomputers, time management, contract negotiations, curriculum, discipline, and conflict resolution.

The Academy also conducts an Administrative Development Program for Racially Isolated Minority Schools, and an Administrative Intern Program in conjunction with California State University at Los Angeles and Pepperdine University.

Structure: The two-day renewal workshops were attended by all principals. Each Instructional Support Team consists of a deputy area administrator, four principals, and two teacher advisors. The team members receive 3 days of training in instructional supervision and, in turn, train clusters of additional site administrators, including all assistant principals, deans, head counselors, and area office staff. Each group of 25 receives two days of training.

Funding Source: General funds.

Contact: Marc Robert
Los Angeles Unified School District
Staff Development Branch
Office of Instruction
450 N. Grand Avenue
Los Angeles, California 90012
(213) 625-6430

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Program: Professional Development for Administrators

Objective: To provide a comprehensive training program for school administrators which is related to the management evaluation system, including areas of management, curriculum/instruction, and personal/communications skills; to address contemporary issues in school administration; to exchange ideas on effective school practices and to provide on-site problem-solving; and to identify and develop administrative talent.

Participants: Administrative and supervisory personnel.

Program Content: Formal training programs are divided into four types: 1) management seminars or conferences--School Law, Enhancing Local School Mainstreaming, Evaluation and Supervision of Staff, and Instruction and Learning: The Principal's Role; 2) summer skill development modules--Effective Writing for Administrators, Communication Strategies, and Stress Management; and 3) leadership discussion series--Working with the Auditors, School Finance, Administering the Contract; and 4) individual training opportunities--specialized individual assistance using a consultant or materials. Other components of the program for potential administrators include the Leadership Training Program (Career Development for Leadership and Introduction to Administrative Leadership), Administrative Internship Program, and the Assessment Center for Principal Candidates.

Structure: Eleven seminars are scheduled for 1981-82. The seminars and conferences, both local and residential, run from two to four full working days. The programs are designed for 25 participants. The Leadership Discussion Series consists of one to four-hour meetings of informal, small groups to share information and do problem-solving. Opportunities for staff team training and total staff training are also available. Training activities are conducted by internal and external consultants. The program schedule contains the relationship between performance criteria of the Montgomery County Public School-Based Administrators Evaluation System and the seminars. This allows participants to identify specific skill development needs.

Programs and consultants are evaluated by the participants. Evaluation results are used by the Department of Staff Development for planning purposes. Only the composite evaluation in the annual report is available for external use.

Funding Source: General funds.

Contact: Leonard M. Orloff, Director
Department of Staff Development
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3444

NEW YORK CITY BOARD OF EDUCATION
Division of High Schools
Brooklyn, New York

Program: Supervisory Training Program

Objective: To ensure a population of principals who are highly skilled and informed in those areas and issues which are most important to the effective functioning of a New York City high school.

Participants: Aspiring, newly-apointed, and incumbent principals.

Program Content: The Supervisory Training Program includes the following three phases: 1) Training for Aspiring Principals--a series of 8 workshops on such topics as values clarification and leadership styles; 2) Training for Newly-Appointed Principals--a two-week orientation program covering functions of various district offices, site visits to appropriate programs and high schools, and the documentation needed by new principals to assume direction of the school. Newly-appointed principals also receive 26 hours of supervisory skills training on leadership and motivation, decision-making, effective use of resources, and conflict resolution; and 3) Professional Development for Incumbent Principals--a variety of activities designed to provide principals with state-of-the-art knowledge of administration and curriculum development and implementation. A second goal is to provide a network and central resource via which principals share ideas and practices.

Structure: The first activity of all programs is a self-assessment by participants of their needs. This ensures that each individual identifies relevant program material and creates a follow-up plan for personal development activities. Incumbent principal training includes: three one-day professional development workshops; monthly division/principals meetings; voluntary management development workshops on time management, staff relations, and negotiation skills; a newsletter; and a manual of practical advice for principals.

The number and length of voluntary management development workshops varies. Enrollment ranges from 25 to 40 participants. There is no registration fee. Program evaluations are used for planning and course adaptation.

Funding Source: General funds.

Contact: Jody Spiro Blumner
Administrator Planning and Management Development
Division of High Schools
110 Livingston Street, Room 826
Brooklyn, New York 11201
(212) 596-5319

SCHOOL DISTRICT NO. 12, ADAMS COUNTY
Northglenn, Colorado

Program: Staff Development Program

Objective: To provide staff development in job related skills. The focus is on the instructional and supervisory skills necessary to implement and operate an outcome-based school system in accordance with district-wide priority goal statements and performance standards for each goal area. Goals and standards are adopted by the Board of Education.

Participants: Administrators, principals, and assistant principals.

Program Content: The existing program includes training and skill development in management, motivation, diagnostic-prescriptive teaching, clinical supervision, positive discipline, leadership, computer awareness, problem-solving, gifted education, teaching beyond minimal objectives, time/stress management, communication, and planning and employee recognition approaches.

Structure: Staff courses vary in length. Participation is voluntary. Courses offered have been approved for different types of credit; college credit, district inservice credit, and recertification credit. The participant registration fee is determined by the type of credit selected. Each training experience is evaluated by participants immediately and six weeks after completion. Evaluation results are used for planning purposes.

Funding Source: General funds.

Contact: Harvie L. Guest, Director
Organizational Development
School District No. 12, Adams County
11285 Highline Drive
Northglenn, Colorado 80233
(303) 451-1561

THE SCHOOL DISTRICT OF GREENVILLE COUNTY
Greenville, South Carolina

Program: Administrators' Institute

Objective: To provide professional development to potential and practicing administrators through comprehensive sequential programs.

Participants: Associate superintendents, area assistant superintendents, directors, consultants, coordinators, managers, new administrators, principals, assistant principals, psychologists, social workers, and potential administrators. Personnel who have administrative and/or supervisory certification are eligible to apply for admission to the Institute.

Program Content: The five categories of programs are: 1) administrative skills, 2) personal development and skills, 3) interpersonal relations, 4) educational theory, and 5) insights into district functions. Separate courses of study are presented to practicing administrators, newly-appointed administrators, and potential administrators.

Structure: The programs follow one of four formats:

1) Course work offered by the Staff Development Program through a college or university offering graduate or inservice credit;
2) Course work planned by the district (and approved by the State Department of Education) offering semester hours or inservice credit;
3) Inservice workshops and seminars; and
4) University study in degree programs or relevant courses.

Participation is recorded through a professional development point system. Each point is equal to one hour of participation. Minimum requirements for each administrative position have been established and certificates are awarded to administrators who complete the annual point requirements. Participants receive special recognition for a cumulative record of 120 points or more at the end of five years.

Funding Source: School District of Greenville County general funds.

Contact: Barbara Rabb
Coordinator of Staff Development
The School District of Greenville County
301 Camperdown Way, Box 2848
Greenville, South Carolina 29602
(803) 242-6450

UNIVERSITIES

HARVARD GRADUATE SCHOOL OF EDUCATION
Cambridge, Massachusetts

Program: The Principals' Center

Objective: To help principals work with the changing realities of school administration and support them in their development as educational leaders; to identify effective school practices and encourage visibility and exchange of these practices through communication among principals, Harvard faculty, students, and other educators; to study how declining enrollments and legislation such as Proposition 2 1/2 have affected the role of school principals.

Participants: Principals, administrators, parents, teachers, and university faculty.

Program Content: The Center provides a forum for the exchange of ideas and acquisition of new skills. The weekly activities include workshops, seminars, colloquia, and school consultation. The Center offers a place to relax at the end of a week, mini-grants for principals to write about their experiences, opportunities for research on the role of school principals, a newsletter, and library privileges at Gutman Library.

Structure: The annual membership fee is $100.00. System memberships are available to any school system or group who wants to enroll all principals or administrators as members at a 50 percent discount. Out-of-state principals can also receive a 50 percent discount, but they do not receive privileges at Gutman Library. Participants receive a calendar of activities, occasional papers, books, and dinners. Week-day sessions usually run between 3 p.m. and 7 p.m. Saturday sessions are held in the morning to early afternoon. The Center opened in the Fall of 1981.

Funding Source: Harvard Graduate School of Education and membership fees.

Contact: Roland Barth, Director
The Principals' Center
Harvard Graduate School of Education
336 Gutman Library
Appian Way
Cambridge, Massachusetts 02138
(617) 495-1825

DIVISION OF EDUCATIONAL POLICY AND MANAGEMENT
College of Education, University of Oregon
Eugene, Oregon

Program: Executive Leadership Program

Objective: The Executive Leadership Program is designed to enhance the professional and personal knowledge of experienced administrators through leadership renewal sessions.

Participants: Public and private school administrators, including superintendents, central office staff, program directors, principals, and assistant principals. Participants must hold a Basic Administrative Certificate.

Program Content: The program addresses a different topic each year. The 1981-82 Executive Leadership Program focused on Human Resources Management in Schools. Sessions were offered on motivation and reward, new approaches to evaluation, decision-making, and Japanese businesses and schools.

Structure: The four one-day leadership renewal sessions are held in retreat locations throughout the state. Participants may elect to register for administrative certification credits at a slightly higher cost than registration without credit. The Leadership Program is evaluated by participants at the close of each session. Evaluation results are used for internal planning.

Funding Source: Participant registration and program fees.

Contact: Nancy J. Pitner, Program Director
Division of Educational Policy and Management
College of Education
University of Oregon
Eugene, Oregon 97403
(503) 686-3409

DIVISION OF EDUCATIONAL POLICY AND MANAGEMENT
College of Education, University of Oregon
Eugene, Oregon

Program: Research Based Training for School Administrators (RBTSA)

Objective: RBTSA's project objective is to disseminate research findings and state-of-the-art literature in education and management to school administrators.

Participants: High school and elementary administrators.

Program Content: The RBTSA Project tests the viability of using an administrator inservice training model to disseminate research findings and state-of-the-art literature in education and management to school administrators. A training model developed by the Association of California School Administrators (ACSA) was selected for the program. The training model is based on the practice of administrators teaching other administrators about topics related to their work. RBTSA integrated research findings and literature into existing presenter's guides so that administrator/presentors disseminate that information during their topical presentations. Seven guides on such topics as time analysis, decision-making, resource management, and teacher evaluation have been developed.

Structure: The program utilizes a peer network and workshop format for training, with two statewide conferences and 3-5 regional satellite meetings each year. The satellite meetings are used to develop the individualized professional goals of the participants, assist participants in applying the material learned in the statewide meetings to their particular contexts, support participants' achievement efforts, and provide feedback for both participants and presenters. RBTSA project evaluation is based on gain scores and the use of information to affect on-the-job behavior. The presenters guides generated by RBSTA staff can be purchased.

Funding Source: RBTSA is supported by a contract with the National Institute of Education.

Contact: Nancy J. Pitner, Program Director
Division of Educational Policy and Management
College of Education
University of Oregon
Eugene, Oregon 97403
(503) 686-3409

PROFESSIONAL ASSOCIATIONS

THE AMERICAN ASSOCIATION FOR SCHOOL ADMINISTRATORS
Arlington, Virginia

Program: National Academy for School Executives (NASE)

Objective: To provide school executives with the opportunity to expand, enhance, and enrich their professional competencies.

Participants: School executives, boardmembers, and teachers.

Program Content: The NASE seminars and institutes are designed to complement, stimulate, and extend existing professional development programs provided by graduate schools, other professional organizations, and state educational agencies by providing intensive study of current issues and concerns. The areas include management and personnel skills, personal and communications skills, curriculum/instruction and student concerns, special concerns, and future technology. NASE also provides individualized contract programs, professional publications, and an audio cassette series.

Structure: The Academy conducts approximately forty, four and five-day seminars which cover a variety of educational issues and management skill areas, and two or three-day institutes focusing on one issue or skill area. Seminars and institutes are scheduled in three series each year. Fall/Winter, Spring, and Summer catalogs describing each program are available upon request. Programs are scheduled at sites throughout the United States. Seminars are planned in conjunction with other educational organizations.

Each program is evaluated by the participants. NASE staff members use the evaluations for planning purposes.

Funding Source: Tuition fees.

Contact: National Academy for School Executives
1801 N. Moore Street
Arlington, Virginia 22209
(703) 528-0700

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS (ACSA)
Sacramento, California

Program: Project Leadership

Objective: The objectives of Project Leadership are:

1. To provide administrators with an opportunity for both initial and renewal education in essential basic skills.
2. To provide districts with leaders who can educate other administrators within the district.
3. To provide individually selected options for the improvement of personal skills and/or skills to meet the needs of other administrators in the district.
4. To create a climate for learning which offers planned procedures for attaining high-priority goals, particularly goals in areas that will enhance the administrator's impact on teachers and students.
5. To create a sense of collegiality among participants.
6. To review relevant research and successful practices for transferability to Project Leadership participants.
7. To disseminate the latest concepts and successful programs in school management and curriculum leadership.
8. To provide field-tested learning materials for participants to use in their districts.

Participants: School administrators.

Program Content: There are three facets to Project Leadership: 1) statewide workshops, 2) satellite sessions, and 3) a local district training network. Each school year, there are two, three-day workshops scheduled. The topics include decision-making skills, time management, school climate, Bloom's taxonomy, conflict resolution, and clinical supervision. Participants also engage in follow-up activities, some of which are carried out at Satellite meetings.

Satellites, consisting of representatives from three to six districts, are formed throughout the state. A Liaison Administrator helps to coordinate the activities for Satellite sessions. There are five objectives for Satellites: 1) to follow-up on the statewide workshops/topics; 2) to enable participants to develop their own personal growth plan for the year; 3) to observe and/or learn about an educational project; 4) to enhance purpose and pride among participants; and 5) to teach participants how to use pre-packaged training materials.

Participants are expected to conduct administrative renewal sessions at the local level. By learning to use the prepared Presenters Guides, each participant becomes a powerful human resource. By establishing a training network, the district receives additional inservice for minimal cost.

Structure: Project Leadership is limited to personnel from no more than 100 educational agencies. Statewide conferences serve a maximum of 300 people.

Historically, evaluations have shown that districts which maintain a core team participating for at least three years benefit most from Project Leadership.

Funding Source: The fee schedule is built on a sliding scale--based on what benefits an individual district should receive from the Project. Fees cover registration, materials, lodging, and meals. Selected district representatives may attend statewide conferences for a fee of $250.00 per conference.

Contact: ACSA Project Leadership
1517 L Street, Suite C
Sacramento, California 95814
(916) 444-9322

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD)
Alexandria, Virginia

Program: ASCD National Curriculum Study Institutes

Objective: To provide opportunities for educational leaders to explore curriculum and supervision issues in order to strengthen professional skills in instruction, curriculum, and supervision.

Participants: All educators, members, and non-members of ASCD.

Program Content: Series of 2-day Study Institutes are held throughout the United States. Some of the recent topics include: Instructional Leadership Teams: Tool for School Improvement, Curriculum Improvement, Mastery Learning, Middle Schools, Leadership Styles, Systematic Management of Curriculum, Staff Development/Inservice Education, Futures in Education, Teacher Performance Evaluation, and Stress/Time Management.

Structure: The programs feature experts, schclars and practitioners, take-home materials, limited enrollment to allow interaction, and on-site observation of related school programs, when appropriate. Team attendence is encouraged to help administrators implement ideas in their schools. Approximately 35-40 institutes are held each year. Participant evaluations and membership surveys are analyzed to determine the topics for the institutes.

Funding Source: Registration fees and material fees vary for each institute.

Contact: Jo Jones, Institute Manager
Association for Supervision and Curriculum Development
225 N. Washington Street
Alexandria, Virginia 22314
(703) 549-9110

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP)
Arlington, Virginia

Program: Professional Development Institutes

Objective: To provide professional development opportunities to school principals in maintaining and enhancing skills needed for effective educational leadership.

Participants: School principals, assistant principals, other administrators and supervisors.

Program Content: NAESP offers a variety of programs which focus on administrative skills and knowledge. Some institutes are co-sponsored with state or other national associations. The 1981-82 institutes include: "Management Techniques/Skills for Survival" which covers managing interpersonal relationships, managing tension, and delegating responsibility; "Current Trends in Middle School Education" which covers learning styles, age characteristics, interdisciplinary teaming, scheduling, and building organization.

Structure: The Professional Development Committee of NAESP recommends the topic and site for each institute. The two to three-day institutes are scheduled throughout the United States from late October through August. Institute fees for members range from $100 to $300; non-member fees range from $125 to $350. The $300 and $350 fees include lodging and meals.

Evaluations of each Institute are analyzed by program staff for designing and planning each year's program.

Funding Source: Participant fees.

Contact: Professional Development Specialist
National Association of Elementary School Principals
1801 N. Moore Street
Arlington, Virginia 22209
(703) 528-6000

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP)
Reston, Virginia

Program: NASSP Inservice Programs

Objective: To offer a variety of high-quality personal and professional development opportunities for minimum cost.

Participants: Secondary school administrators; principals, assistant principals, deans, curriculum coordinators, etc. Membership in NASSP is not a prerequisite for program participation.

Program Content: Inservice programs conducted by NASSP are: 1) Institutes--each institute focuses on different aspects of one particular topic. These topics change each year with recent topics including: Techniques for Strengthening Controls in Your School, A Practitioner's Approach to Student Learning Styles, Establishing Programs for Gifted/Talented Students, Women and Leadership, Microcomputers for the Principal, Evaluation of Teachers, and Developing Executive Leadership; 2) Conferences--conferences are designed to meet the needs and address the interests and concerns of specific audiences, i.e., assistant principals, middle level principals, etc.

Structure: NASSP Institutes are usually three days in length. They are offered from November to May in major cities throughout the country. Summer institutes are conducted in June and July. Approximately 25 institutes are held during the year with registration usually limited to 50 participants. NASSP members receive CEUs for attendance at the institutes. Conferences are scheduled three times a year in different regions of the country. The three-day conferences attract 150-250 participants and include general session lectures as well as small group workshop activities.

Participants complete evaluations at the close of each program or institute. Evaluation results are analyzed by NASSP to refine and adapt subsequent programs.

Funding Source: Participant registration fees. Costs of the NASSP Institutes range from $85 (for members) to $125 (non-members) depending on the institute.

Contact: National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200

FOUNDATIONS

THE DANFORTH FOUNDATION
St. Louis, Missouri

Program: The Danforth School Administrators Fellowship Program

Objective: The Danforth School Administrators Fellowship Program has both short-term objectives and long-range goals. These include:

1. To provide opportunities to learn new leadership skills and improved management techniques for more effective administrative styles of operation.
2. To permit Fellows to compare and contrast peers' schools with their own.
3. To cause Fellows to engage in individual and group projects within each city, in order to help set a pattern of self-growth and to implement a plan to improve a problem area in the school district.
4. To identify available resources that principals can tap for counsel, advice, and information.
5. To establish mutual support, reinforcement, sustenance, and exchange in problem solving among peer professionals.
6. To develop more effective leaders who will encourage improved teaching and learning environments within their schools toward the goal of greater educational opportunities for the students.
7. To encourage increased understanding and communication between Fellows and their superintendents.
8. To provide a linkage to, and impact on, institutions of higher education through professors appointed as local coordinators in each city.

Participants: The Foundation sends information on the program goals and activities to school superintendents of the cities being considered for participation. Interested superintendents are interviewed to ascertain their level of commitment to the program objectives. Upon selection, each superintendent recommends five senior high school principals for program participation.

Program Content: The Fellowship Program is based on the belief that educators should assume increased responsibility for their own professional growth. The exercise of such responsibility requires that administrators be provided with both time and access to specialized sources of expertise. This program is designed to provide some of these resources. Leadership is provided by the Foundation, but considerable latitude is given to the program participants to select projects and program activities relative to their expressed interests and needs. Commitment on the part of the superintendents and principals includes agreement that the equivalent of one day a week be given to activities that promote professional development.

Structure: Five locations are selected each year. A local coordinator for each city assists the principals in selecting and planning their activities. The coordinator is a university professor with expertise in urban secondary education and school administration.

Principals, coordinators, and superintendents participate in a weeklong orientation in August. Experts in urban secondary education and in management techniques attend as resource persons. A basic structure for the program year is established at this time. Throughout the year, two-day meetings are held in each of the participating cities. These meetings acquaint Fellows with the progress of other school districts and selected school activities in other major urban centers.

To date 159 secondary principals have participated in the program. Evaluation results are available upon request.

Funding Source: The Danforth Foundation grants.

Contact: Geraldine Bagby, Vice President
The Danforth Foundation
222 South Central Avenue
St. Louis, Missouri 63105
(314) 862-6200

INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES
(/I/D/E/A/)
(Charles F. Kettering Foundation)
The Center for Administrator Inservice Programs
University of Cincinnati

Program: /I/D/E/A/ Principals' Inservice Program

Objective: The program goal is to help principals improve their professional competence in order to improve school programs for students. The Center trains facilitators identified by local school districts participating in the Program.

Participants: Individuals are selected by participating school districts to function as facilitators and implement the Inservice Program for groups of six to ten principals within their own district upon completion of training.

Program Content: Facilitator trainees learn about and experience Program processes and engage in clinical practice using facilitator skills with principals. After training, the facilitator implements the Program in his/her district with the identified principals. The Principals' Inservice Program is a two-year program which is a sequence of processes and group-generated activities based on four program outcomes: 1) personal/professional development, 2) school improvement, 3) collegial support-group, and 4) continuous improvement. Its focus is based on principals' individual needs or on individual school needs. The program contains ideas about effective education, leadership roles, and change strategies.

Structure: Facilitators are identified by their districts and provided with /I/D/E/A/ training. Training is available during the school year in the form of eight-day intensive courses, and during the summer at two-week long experiential sessions.

Upon completion of training, each local site facilitator holds a two and one-half to three-day session with the collegial support group. This session focuses on team and group skills. Each group meets monthly thereafter for five and one-half hour sessions built around identified topics and local needs or areas of concern. The group uses program materials and processes to achieve program outcomes. Principals assume increased responsibiltiy for learning and improvement as the program progresses.

Thus far, the project has trained 94 facilitators and involved over 800 principals. Evaluation results are available upon request.

Funding Source: Each facilitator-in-training pays his/her own expenses, in addition to a training fee of $300.00. The training fee covers training costs and materials used during the training, including one copy of the Principals' Inservice Program materials. There is a nominal charge for each set of principal's materials to be used throughout the program.

/I/D/E/A/ continued

Contact: James C. LaPlant
/I/D/E/A/ Principals' Inservice Program
Mail Location #2
University of Cincinnati
Cincinnati, Ohio 45221
(513) 475-6327

CONSULTING, RESEARCH, AND TRAINING ORGANIZATIONS

AMERICAN MANAGEMENT ASSOCIATIONS (AMA)
New York and Washington, D.C.

Program: Management Training

Objective: To provide management training in leadership and supervisory skills focusing on the role of the educational executive as a manager of fiscal, physical, and human resources.

Participants: Assistant principals, principals, and area and central office administrators in line and staff functions.

Program Content: The management training programs are designed for various levels of administration. The programs include the basic management skills of planning, organizing, controlling, decision-making, climate setting, motivation, and communication. AMA also has an extensive catalog describing numerous courses and services that are private sector oriented in the areas of general management, human resources, sales and marketing, packaging, finance, information systems and technology, etc. These courses can be adapted to meet the needs of school administrators.

Structure: AMA has five modes of delivering programs: 1) seminars directed to both private and public sector are scheduled throughout the United States; 2) customized in-house training; 3) pre-packaged multi-media training for self-instruction; 4) publications--books, audio cassette programs, correspondence courses, magazines, and journals; and 5) program development of professional management systems.

Funding Source: The tuition rates for seminars and workshops vary depending upon the length of the seminar. Group discounts are available. In-house training is priced at $1,800 per day for up to 25 participants. Multi-media packages are individually priced from $5,000-$7,000 for a maximum of 100 persons. Publications are sold individually or on a subscription basis. Program development is individually priced based on the level of effort.

Contact: Bascom Talley, Regional Director
American Management Associations
1800 K Street, N.W.
Suite 1120
Washington, DC 20006
(202) 223-5856

CEMREL, INC.
St. Louis, Missouri

Program: Training and Development

Objective: To support clients' school improvement efforts through workshops, seminars, and technical assistance designed to increase knowledge and develop skills for improving leadership capabilities.

Participants: Principals, central office administrators, and curriculum specialists.

Program Content: The seminars conducted by CEMREL are: Predicting Success, Preventive Behavior Management for Educators, Human Relations Skills for Educators, Dimensional Management Training (DMT), Dimensional Appraisal Training (DAT), and Change Management Series. The DMT program focuses on coaching and counseling subordinates, resolving conflict, and making decisions. DAT develops skills in planning and conducting performance appraisals to increase the productivity of subordinates. The workshops within the Change Management Series are founded on the Concerns-Based Adoption Model (CBAM) of the Texas Research and Development Center.

Structure: Seminars range from one to three days. The seminars can accomodate 15-32 participants.

Funding Source: Clients contract for the number and types of workshops they require.

Contact: Greg Goodman, Director
Training and Development
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

RESEARCH FOR BETTER SCHOOLS, INC. (RBS)
Basic Skills Component
Philadelphia, Pennsylvania

Program: Achievement Directed Leadership

Objective: To focus the attention of educators on the critical dimensions of the classroom that research strongly indicates are the keys to student achievement in basic skills. These classroom conditions are: content coverage, students' use of time, and students' academic performance.

Participants: RBS is a regional educational laboratory serving Delaware, New Jersey, and Pennsylvania. Achievement Directed Leadership is a comprehensive program of staff development for instructional leaders at all levels of the school district; superintendents and district supervisors, elementary school principals, and teachers.

Program Content: The program features a four-phase instructional improvement cycle. Principals learn to work with teachers to 1) assess classroom processes, 2) compare findings with research studies and identify areas for improvements, 3) select appropriate research-based strategy, and 4) implement and monitor classroom modifications. Achievement Directed Leadership training includes: orientation; content management--management of students prior learning needs and a curriculum/instruction/testing alignment strategy; time management--management of allocated time, students' engagement rate, and students' engaged time; and instructional leadership--training principals to acquire skill in assisting and supporting teacher management of the critical classroom conditions.

Structure: Approximate initial training time requirements for administrators are: 2 hours for orientation to the program, 10 hours for the content management phase, and 12 hours for the time management phase.

An evaluation is currently underway in two districts, Bethlehem, Pennsylvania and New Brunswick, New Jersey. Schools that have used individual program components (including several in Appoquinimink, Delaware) have reported early data showing improved classroom processes and growth in student achievement. The program is validated by the Pennsylvania Diffusion Plan.

Funding Source: Clients contract for the number and type of workshops they require.

Contact: Research for Better Schools
Basic Skills Component
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300

RESEARCH FOR BETTER SCHOOLS, INC. (RBS)
Urban Development Component
Philadelphia, Pennsylvania

Program: School Climate and Productivity Improvement Program (SCPI)

Objective: The objectives of SCPI include: 1) to provide information about school climate, effectiveness, and productivity, 2) to motivate participants to examine their own schools' climates, 3) to provide strategies for improving school climate, and 4) to provide opportunities for group problem solving and exchange of information.

Participants: RBS is a regional educational laboratory serving Delaware, New Jersey, and Pennsylvania. All administrators within a school district participate in SCPI. Members of school staffs, who are responsible for setting and implementing policy, form school management/improvement teams. RBS staff assists in the development and maintenance of the teams.

Program Content: Seminars within the program focus on topics related to secondary school climate or productivity, such as: climate assessment, staff and student participation in decisionmaking, productivity improvement techniques, academic emphasis and goals, order, discipline, and task orientation, and the characteristics and needs of adolescents.

Structure: SCPI is a one-year inservice program consisting of six to eight, four-hour seminars held at intervals of about one month. Participants do outside reading and activities before and after each seminar.

The first seminar, an introduction to the overall program, has been pilot tested in Millville, and Atlantic City, N.J. The pilots produced highly positive feedback, requests for follow-up, and refinements and revisions in the program. Participant and staff evaluations and quality assurance and advisory panel reviews will be used to refine the overall program and individual seminars.

Funding Source: National Institute of Education.

Contact: Research for Better Schools, Inc.
Urban Development Component
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300